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Faculty Learning Design and Online Teaching Competencies

The following three **competencies** outline the skills faculty need to support a learner centered experience in today's digital learning environment.

1. *Learning Design Competency*: Create a learning centered experience where goals, assessments, and activities are in alignment.
2. *Learning Environment Competency*: Create a learning environment that facilitates learner centered approach using appropriate resources and technologies.
3. *Online Teaching Competency*: Facilitate learner engagement with the instructor, other learners, and course content.

Learning Design Competency

Create a learner centered experience where goals, assessments, and activities are in alignment.

Learning Outcomes

- Provide Objectives that:
  1a. Are suited to the level of the course (course and module/lesson objectives)
  1b. Align with course content, learning activities and assessments
  1c. Are measurable and clearly stated from the learner's perspective

Activities and Assessments

- Provide Course Activities that:
  1d. Promote the achievement of the stated learning objectives
  1e. Provide opportunities for interaction that support active learning
  1f. Provides opportunities for reflection and self assessment
  1g. Include a clear requirement for learner interaction
  1h. Have been developed utilizing accessibility and usability practices
- Provide Assessments and Measurements that:
  1i. Align with and measure the stated learning objectives
  1j. Are sequenced and varied as appropriate to the content
  1k. Are articulated in a clear course grading policy
  1l. Have specific and descriptive criteria provided
  1m. Provide formative and summative assessments and feedback
  1n. Communicate learner behavior expectations
- 1o. Integrate a continuous improvement plan that addresses all three competencies

Learning Environment Competency

Create a learning environment that facilitates a learner centered approach using appropriate resources and technologies.

Provide materials and content that:

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- 2a. provide instruction on how to get started, course purpose and structure
- 2b. notify students of instructor availability for meetings
- 2c. indicate communication response time and feedback time on assignments
- 2d. communicate clearly their purpose and how they are to be used
- 2e. provide a variety of materials as appropriate to the course goals
- 2f. integrate media appropriately and effectively
- 2g. provide directions or guides for all technologies, including their accessibility
- 2h. are cited appropriately and adhere to copyright standards
- 2i. facilitate ease of use navigation, readability and findability.
- 2j. adhere to accessibility and usability guidelines
- 2k. articulate course or university policies with which the learner is expected to comply
- 2l. provide information about institution's academic, accessibility and technical support resources

Online Teaching Competency

Facilitate learner engagement with the instructor, other learners, and course content to promote active learning.

Pedagogical/Social

- 3a. establish instructor presence and develop community in the course
- 3b. promote a sense of belonging within a safe and respectful learning environment
- 3c. help learners grasp and master concepts
- 3d. help learners develop critical thinking skills
- 3e. moderate discussions
- 3f. monitor and manage learner progress, including activity participation
- 3g respond to learner inquiries in a timely manner
- 3h. encourage and model meaningful participation
- 3i. provide feedback often and grade promptly
- 3j. address group cohesiveness and individual needs

Technical/Managerial

- 3k. facilitate the effective use of course tools
- 3l. obtain technical assistance as needed
- 3m. set up and revise course content
- 3n. create and manage course files and folders
- 3o. set up gradebook and manage grades
- 3p. use course communication tools
- 3q. manage student assignment submissions
- 3r. manage course roster (in LMS and PeopleSoft)
- 3s.report grades securely and adhere to FERPA policies

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REFERENCES

Competencies were created by members of the UMN Academic Technology formal Community of Practice Exemplary Use committee using the following resources.

- Quality Matters Online Instructor Skill Set
- Quality Course Teaching and Instructional Practice Scorecard. Online Learning Consortium.
- Penn State Faculty Competencies for Online Teaching.
- International Society for Technology in Education (ISTE) Standards for Teachers.
- Principles of Teaching. Eberly Center Teaching Excellence and Innovation. Carnegie Mellon.
- Quality Standards for online/blended course design and teaching. College of Continuing Education. UMN.
- Instructor Roles and Responsibilities Guide. School of Public Health, University of Minnesota.
- The Check: Guideline to Online Course Design. College of Education and Human Development. UMN.
- Exploring Four Dimensions of Online Instructor Roles: A Program Level Case Study
- The Nature of Learning: Using Research to Inspire Practice
- Quality Matters Creating a Competency-Based Teaching Online Certificate for Faculty Professional Development presentation. Quality Matters.
- Online Instructor Skills Set (OISS) Quality Matters.

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